

Copeland Road Primary School

Inspection report

Unique Reference Number	114187
Local Authority	Durham
Inspection number	325961
Inspection date	20 March 2009
Reporting inspector	Rosemary Rodger

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	119
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Andrew Bruce
Headteacher	Mr Robin Nodding
Date of previous school inspection	15 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Copeland Road West Auckland Bishop Auckland County Durham DL14 9JJ
Telephone number	01388 832576
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of teaching throughout the school, including the Early Years Foundation Stage
- the support and provision for pupils with learning difficulties and/or disabilities
- the impact of leadership and management on sustaining the good rate of progress and above average standards.

Evidence was collected from discussions with the headteacher, the chair of governors, the deputy headteacher, the Early Years Foundation Stage leader and a group of Year 6 pupils. In addition, parts of lessons were observed, and school documents, samples of pupils' work and the parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in the report.

Description of the school

This is a below average sized rural school. The area served by the school is mixed socially and economically. An above average proportion of pupils has learning difficulties and/or disabilities. Most pupils are White British and very few pupils are from minority ethnic groups or have English as an additional language. The headteacher has been in post for almost two years. Recent awards include the Healthy School standard, Activemark Gold and Investing in Children. The Early Years Foundation Stage comprises a Reception class. Pupils can attend a daily breakfast club on site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Copeland is a good school that provides very well for pupils' personal development and well-being, which are outstanding. Most children join Reception with skills and abilities that are below those typical of four-year-olds. Based on their starting points, pupils achieve well and reach above average standards by the time they leave the school in Year 6. Standards achieved in the 2008 national tests in Key Stage 1 were broadly average. Key Stage 2 results improved on the previous year, particularly for more able pupils and pupils with learning difficulties and/or disabilities. Girls tend to achieve better than boys, especially in writing, although actions to rectify this difference are successfully motivating boys and helping them to catch up. The good leadership of the headteacher and deputy headteacher is having a clear impact on improving the school. Parental views support the inspection judgements wholeheartedly. Parents praised the friendliness and approachability of the staff, the extent to which pupils are involved in decision-making on the school council and their children's enjoyment of school. Outstanding personal development and well-being are clearly demonstrated by pupils' enjoyment of school and their above average attendance levels. An extensive range of opportunities prepares pupils well for the next stage of learning, such as its enterprise initiative. Pupils' spiritual, moral, social and cultural development is excellent.

The quality of teaching is good. It ranges from satisfactory to outstanding. Support staff play a key role in supporting pupils with learning difficulties effectively in and out of the classroom. The teaching of mathematics is outstanding. Teachers have excellent subject knowledge that enables them to explain new work; for example, teachers clearly demonstrate the differences between mean, mode and range in numeracy lessons so that pupils understand. Pupils are encouraged to explain their methods for the benefit of the class; they are enthusiastic and concentrate very well in lessons. Short, sharply focused oral and mental strategies are also used when playing language games at the start of literacy lessons. Pupils expressed great delight in their enjoyment of the brisk pace in these lessons. Behaviour is outstanding as a result of the recently introduced rewards system, but mostly because pupils are enthusiastic learners and are keen to succeed. Occasionally, teaching is less effective as pupils find the work is too difficult and it does not match their needs.

The curriculum is good and much improved because of the increased number of clubs held after school. A recently introduced creative curriculum is developing well and helping pupils to develop a good understanding of other cultures. There are good links with the local community. For example, pupils are researching with a local historian to establish a war memorial in the centre of the village. Pupils' personal skills are very well developed through several residential visits and close links with France and Tanzania. The school's contribution to community cohesion is good. Pupils are closely involved in several events to welcome local residents into school such as fundraising coffee mornings and through their work with a local radio station. One initiative that covers developing awareness of healthy living and community involvement is the plan to work with the parish council to develop an allotment. Safeguarding arrangements meet requirements. Pupils are excellently cared for and say that they feel safe in school. Parents fully trust their children to the care of the school. Assessment arrangements are exemplary, especially for pupils with learning difficulties and/or disabilities whose progress is rigorously tracked with intervention and support given to enable them to catch up and make good progress. Pupils are familiar with their targets for improvement because they are listed in their books and teachers refer to them when they mark their work. Some pupils are given excellent levels

of responsibility by being encouraged to assess their own work and at other times the work of their peers. This is very effectively enabling pupils to know what to do to improve their work.

Leadership and management are good. Actions to improve the curriculum are progressing particularly well. The leadership team is well focused on raising standards. Systems to evaluate the quality of teaching and learning are robust and leading to good improvements in both. The school has a good understanding of its strengths and areas for improvement. Targets are challenging and actions to raise standards are showing through for all pupils. The governors are well informed because of the challenge and support they provide for the headteacher. The school has a good capacity to improve because of the impact of actions to raise standards. The school has made good progress since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is satisfactory. When they arrive at school, most children have skills below what is typical for their age. They move on with their learning at a satisfactory pace so that by the start of Year 1 most achieve at a level which is still below national expectations. The children's introduction to the school is carefully planned and delivered, and children feel safe and happy. Planning is topic-based but it is not taking sufficient account of the Early Years Foundation Stage curricular requirements. Learning and development are satisfactory. Children enjoy learning outside as a result of improvements to provision and increased understanding by staff of the importance this has for children's all-round development. Children do not show as much confidence in making choices and working independently as they should. Sometimes children sit too long on the carpet and, as a result, become restless. Observations of children's learning are beginning to provide a coherent picture of each child's development, as well as informing future planning. The welfare of children is good. For example, they are reminded of how to keep safe during a fruit tasting activity. Through self-evaluation, leaders have identified the appropriate priorities for improving the Early Years Foundation Stage and recent actions are beginning to impact positively on provision and the amount of progress children make during their time in Reception. The headteacher has led improvements to the indoor and outdoor provision in recent months. This is helping to bring about satisfactory improvements.

What the school should do to improve further

- Ensure that provision in the Early Years Foundation Stage allows children to have more opportunities to take responsibility for learning independently.
- Ensure that all staff have a thorough knowledge and understanding of the Framework for the Early Years Foundation Stage so that planning in Reception takes more account of its requirements.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 March 2009

Dear Pupils

Inspection of Copeland Road Primary School, Durham, DL14 9JJ

Thank you all for making my day in your school so enjoyable. Your comments and friendliness were very helpful. I really enjoyed hearing about all the strategies you have to help improve your learning. Please extend my thanks to your parents for their helpful comments about the school. I have judged that your school is good with some outstanding features.

These are the strengths of your school.

- You reach above average standards in English, mathematics and science and you make good progress at school.
- Those of you who sometimes find learning difficult make particularly good progress.
- Your behaviour is excellent and you all said how much you enjoy all the exciting things you do in school.
- Everyone cares for you brilliantly and makes sure you feel safe.
- You all work hard and know how to improve your work because teachers put helpful comments on your work and give you targets to help you to improve.

Some things could be better and your school is working hard to do this. Those of you who have just started school in Reception have a curriculum that needs to be improved. Sometimes you are asked to sit on the carpet for too long and are not encouraged enough to choose what you want to do, so we have asked your school to let you be more active and to give you more opportunities to follow your own interests.

Yours sincerely

Rosemary Rodger

Lead inspector